Chat widgets as a student/librarian communication tool

Danielle Dennie
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Introduction: library reference services
Chemistry and Biochemistry Research Guide

SUBJECT LIBRARIAN

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Chat with Danielle, (if she's online)
If OFFLINE, please leave email where I can contact you.

ARTICLES AND MORE...

Major databases:
- SciFinder Scholar (Chemical Abstracts)
  - SciFinder Web how-to videos (beta)
- Web of Science
- PubMed (Medline)
- More...

Major resources for:
- Articles & Patents
- Encyclopedias
- Theses
- Spectra & Properties
- The Elements
- Enzymes
- Syntheses, Reactions & Methods
- Toxicology (including MSDS)

ENCYCLOPEDIAS, HANDBOOKS...
- Chemistry & Biochemistry

TIPS FOR COURSES

- CHEM 208: Chemistry in our Lives
- CHEM 235: Physical Chemistry II
- CHEM 241: Inorganic Chemistry I
- CHEM 324: Organic Chemistry III
- CHEM 327: Organic Chemistry of Polymers
- CHEM 470: Environmental Biochemistry
- CHEM 477: Advanced Laboratory in Biochemistry

CHEMISTRY WEBSITES

- Recent sites found surfing:
  - Nature Milestones: Key discoveries that shaped science
  - WatchKnow - Videos for kids to learn from.
  - Chemical Nomenclature: A Guide to Naming and Indexing Chemical Compounds

NEW CHEMISTRY BOOKS

in library
Introduction: widgets vs VR

<table>
<thead>
<tr>
<th>Semester</th>
<th>QuestionPoint</th>
<th>Meebo</th>
<th>Total virtual reference questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2007</td>
<td>750</td>
<td>n/a</td>
<td>750</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>837</td>
<td>n/a</td>
<td>837</td>
</tr>
<tr>
<td>Spring 2008</td>
<td>531</td>
<td>833</td>
<td>1,364</td>
</tr>
</tbody>
</table>

Table III.
Virtual reference transaction during the pilot and previous two semesters

(Breitbach, Mallard & Sage 2009)

(Bedwell 2009)
Who is offering subject chat reference?
- Age groups
- Subject responsibilities

Are librarians advertising the subject chat reference option?

How much time is spent connected to the chat per week?

How does the frequency of chat questions differ from other methods of individual consultations?

Methodology: survey
• 61% of chat widget users are Millennials or Gen X

• 60% of chat widgets are equally distributed among Math/Sci/Eng, Humanities, & Social Sciences

• ~70% of librarians advertised the chat widget using one or more methods

• ~70% of librarians are connected to the chat widget more than 20 hours / week

• In person or email consultations are frequent
• Chat or phone consultations are infrequent.
Age groups

- Millennials: 36%
- Gen X: 25%
- Younger BB: 25%
- Older BB: 14%
Subject guide breakdown

- Math-Sci-Eng: 20%
- Health sciences: 12%
- Fine arts: 7%
- Social sciences: 20%
- Humanities: 19%
- Business: 7%
- Mixed: 15%

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- Fine arts: 12%
- Social sciences: 7%
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- Business: 19%
- Mixed: 15%
Did you advertise the chat widget?

- No
- Yes (class only)
- Yes (Multiple)
- Yes (other)

- 33%
- 31%
- 5%

No, Yes (class only), and Yes (other) categories have a combined percentage of 65%.
Frequency of consultations

Email: 100% weekly / daily, 0% monthly / yearly
In person: 100% weekly / daily, 0% monthly / yearly
Telephone: 60% weekly / daily, 40% monthly / yearly
Chat widget: 70% weekly / daily, 30% monthly / yearly
Most frequently received question types

- Directional: 28%
- Ready reference: 16%
- In depth / mediated: 28%
- Instructional: 13%
- Technical: 15%
Results: connection time analysis

- Librarians who are connected longer to their chat widgets receive more chat and in-person consultations.

- Librarians who are connected less to their chat widgets receive more email consultations.
Weekly or Daily consultations vs number of hours connected to chat widget

<table>
<thead>
<tr>
<th></th>
<th>0-19 hours</th>
<th>20-29 hours</th>
<th>30+ hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>In person</td>
<td>62%</td>
<td>68%</td>
<td>79%</td>
</tr>
<tr>
<td>Chat</td>
<td><strong>8%</strong></td>
<td><strong>25%</strong></td>
<td><strong>54%</strong></td>
</tr>
<tr>
<td>Email</td>
<td>86%</td>
<td>70%</td>
<td>64%</td>
</tr>
<tr>
<td>Phone</td>
<td>52%</td>
<td>37%</td>
<td>35%</td>
</tr>
</tbody>
</table>
• 64% of librarians advertised the chat widget in a workshop.

• Librarians who used multiple ways of advertising:
  • spent more time connected to the chat widget
  • received chats questions more frequently
• Social sciences librarians advertise more and favour multiple ways of advertising.

• Social sciences & Humanities librarians receive more daily or weekly chats than Science / Engineering / Health sciences librarians.
Did you advertise the chat widget?

Social sciences: Yes (multiple) 80%, Yes (class only) 20%, No 0%

Humanities: Yes (multiple) 60%, Yes (class only) 20%, No 20%

Math-Sci-Eng-Health: Yes (multiple) 80%, Yes (class only) 20%, No 0%
Consultations performed weekly or daily

<table>
<thead>
<tr>
<th></th>
<th>Math-Sci-Eng-Health</th>
<th>Social Sciences-Humanities</th>
</tr>
</thead>
<tbody>
<tr>
<td>In person</td>
<td>63%</td>
<td>73%</td>
</tr>
<tr>
<td>Email</td>
<td>63%</td>
<td>86%</td>
</tr>
<tr>
<td><strong>Chat</strong></td>
<td><strong>12%</strong></td>
<td>43%</td>
</tr>
<tr>
<td>Phone</td>
<td>52%</td>
<td>37%</td>
</tr>
</tbody>
</table>
• Millennials advertise more than other age groups

• Millennials and Gen X are connected longer hours to the chat widget than Baby Boomer.

• Millennials and Gen X more frequently received weekly or daily chats than Baby Boomers.

• Older Baby Boomers reported more consultations through traditional means (email, phone, in person).
Did you advertise the chat widget?

- Millennials
- Gen X
- Younger BB
- Older BB

Options:
- Yes (multiple)
- Yes (class only)
- No
Number of hours connected to chat widget per week

- **Millenials**
  - Over 30
  - 20 - 29
  - 0 - 19

- **Gen X**
  - Over 30
  - 20 - 29
  - 0 - 19

- **Younger BB**
  - Over 30
  - 20 - 29
  - 0 - 19

- **Older BB**
  - Over 30
  - 20 - 29
  - 0 - 19
Consultations performed weekly or daily

<table>
<thead>
<tr>
<th>Method</th>
<th>Millennials</th>
<th>Gen X</th>
<th>Young BB</th>
<th>Older BB</th>
</tr>
</thead>
<tbody>
<tr>
<td>In person</td>
<td>74%</td>
<td>54%</td>
<td>63%</td>
<td>92%</td>
</tr>
<tr>
<td>Email</td>
<td>70%</td>
<td>56%</td>
<td>65%</td>
<td>93%</td>
</tr>
<tr>
<td>Chat</td>
<td><strong>39%</strong></td>
<td><strong>33%</strong></td>
<td><strong>13%</strong></td>
<td><strong>15%</strong></td>
</tr>
<tr>
<td>Phone</td>
<td>9%</td>
<td>41%</td>
<td>48%</td>
<td>57%</td>
</tr>
</tbody>
</table>
Are you aged 24 - 39?

Do you work long hours in your office?

Are you a social person who advertises your services in as many venues as possible?

Are you a social sciences librarian?

Conclusions: should you have a chat widget?
Conclusion: positive effects of OCC

Out-of-class communication (OCC)

“student-faculty communication in the instructor’s office, informally on campus, or before and after class.”

(Balayeva and Quan-Haase 2009)

“OCC between students and faculty is associated with considerable positive student effects, including motivation, career direction, or pursuit of more advanced education, satisfaction with university, retention, personal and academic growth and achievement, and persistence”

(Balayeva and Quan-Haase 2009)
Thank you!